DOCUMENT RESUME

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TITLE	APPLICATION FOR INDIVIDUAL SCHOOL PARTICIPATION; INDIVIDUALLY PRESCRIBED INSTRUCTION MATHEMATICS (IPI), PART I, PART II, PART III.
INSTITUTION	RESEARCH FOR BETTER SCHOOLS, INC., PHILADELPHIA, PA.
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ABSTRACT

THE QUESTIONNAIRE REPRODUCED HERE REFLECTS THE CRITERIA USED IN THE SELECTION OF A SCHOOL FOR PARTICIPATION IN THE INDIVIDUALLY PRESCRIBED INSTRUCTION (IPI) MATH PROGRAM. ADMINISTRATIVE COMMITMENT, TEACHER COMMITMENT, WILLINGNESS TO RETRAIN, AND WILLINGNESS TO PARTICIPATE IN RESEARCH ARE SURVEYED, AS WELL AS THE PAST HISTORY OF THE SCHOOL IN TERMS OF ITS READINESS FOR INDIVIDUALIZED INSTRUCTION. THE QUESTIONNAIRE CONTAINS LISTS OF USEFUL ARTICLES CONCERNING THE THEORETICAL ASPECTS AS WELL AS THE PRACTICAL IMPLICATIONS OF INVOLVEMENT IN IPI MATH. IT ALSO DEALS WITH THE MANPOWER AND FUNDS NECESSARY TO PARTICIPATE IN THE PROGRAM. (JY)

EM007 777

Application for Individual School Participation; Individually Prescribed Instruction Mathematics (IPI), Part I, Part II, Part III.

RESEARCH FOR BETTER SCHOOLS, INCORPORATED 121 SOUTH BROAD STREET, PHILADELPHIA, PA. 19107/215-54

ED036191

January
27
1969

Dear Fellow Educator:

Since you have expressed interest in the project Individually Prescribed Instruction, attached you will find the application used in the selection of schools.

This application is based on five (5) specific criteria. The criteria are as follows:

1. ADMINISTRATIVE COMMITMENT - The School Board, Superintendent and Principal should have a thorough, first-hand knowledge of the essential elements of Individually Prescribed Instruction (IPI) Math. They should also be fully informed of the administrative requirements of the program.

2. TEACHER COMMITMENT - Teachers must be involved in the selection of IPI Math for their school to insure the high level of teacher commitment which is so important to the success of the program. This should include representative faculty visits to IPI demonstration schools and thorough briefings on the elements of IPI and its implications.

3. NEED FOR RETRAINING - There is a significant need for both Administrator and Teacher retraining when a District adopts IPI Math. The District should be fully aware of the nature and extent of this training.

4. RESEARCH PARTICIPATION - Both Administrators and Teachers should know in detail the research-questions that are being asked, the kinds of data that will be collected, the method of data-collection, and the work involved in that operation. They should also be aware of the need for attitude-surveys to be conducted with both teachers and students, the possible request for additional achievement testing, and other contingencies which make demands on school personnel.

5. UNIQUENESS OF SITUATION - Here we ask whether the school is ready for individualization. This involves consideration of the individual school-history. Has the school been involved in innovation? Has it attempted in any way to prepare for individualized instruction? Does the school present a suitable climate for Individually Prescribed Instruction?

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EM007 777 (a)

Approximately 100 new schools will be selected to participate in this project. Note that the application is divided into three (3) parts and should be returned to me, at the above address, before March 1, 1969.

If further information is needed, feel free to call me or John Dougherty of the RBS staff at (215) 546-6050.

Sincerely,

Robert G. Scanlon
Program Director
Individualized Learning Program

RGS:jhd

encls

PART I

Research for Better Schools
Individually Prescribed Instruction Mathematics (IPI)
Application for Individual School Participation

To be completed by

The Superintendent of Schools

or

Designated Central Office Staff

TO BE RETURNED BEFORE MARCH 1, 1969 to:

Dr. Robert G. Scanlon
Program Director
Individualized Learning Program
Research for Better Schools
121 South Broad Street
Philadelphia, Pa. 19107

PART I: Basic System Data

1. School District

Name _____

Address _____

City, State _____ Zip Code _____

Telephone _____ Area Code _____

Superintendent _____

2. Schools

Type	No.	Pupils	Organization
Elementary			
Middle			
Junior High			
Senior High			

3. School Schedule (1969 - 1970)

No. Days in School Year _____

School term begins _____

School term ends _____

School day begins a.m. _____ - _____

p.m. _____ - _____

4. Instructional Program

What efforts has your school district made toward innovation in class organization, teaching methods, or curriculum? (Check)

team teaching _____
dual-progress _____
ungraded _____
continuous progress _____
individualization _____
departmentalized _____
special teachers _____
workshops _____
middle-school _____
language-labs _____
ETV _____

5. Participating School

Name _____

Address _____

City, State _____ _____ Zip Code

Telephone _____ Area Code

Principal _____

6. School - Staff

Category	Number
Full-time teachers	
Part-time teachers	
Special-subject teachers	
Other Professionals	
Full-time aides (or clerks)	
Part-time aides (or clerks)	
Volunteer aides	
Other Administrative Personnel	
Secretarial	

7. List and describe any special resources (equipment and/or services) available to this school:

_____

_____

_____

_____

_____

8. School Enrollment (Anticipated 1969 - 1970)

Grade	No. Pupils
K	
1	
2	
3	
4	
5	
6	
7	
8	
Ungraded	
Special	
Other	
TOTAL	

9. School Population Profile

Grade	Average Class Size	Math Achievement Level		
		Average	Above Average	Below Average
K				
1				
2				
3				
4				
5				
6				
7				
8				
Ungraded				
Special				
Other				

10. Participating School - Service Area

Describe the immediate neighborhood from which children attend the school in terms of median income, ethnic background, and educational level of families.

_____

_____

_____

_____

_____

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PART II

Research for Better Schools
Individually Prescribed Instruction Mathematics (IPI)
Application for Individual School Participation

To be completed by
The Superintendent of Schools

TO BE RETURNED BEFORE MARCH 1, 1969 to:

Dr. Robert G. Scanlon
Program Director
Individualized Learning Program
Research for Better Schools
121 South Broad Street
Philadelphia, Pa. 19107

EM007 777 (9)

PART II: ADMINISTRATIVE COMMITMENT (to be completed by the Superintendent)

1. In considering the implementation of IPI Math in your district, have you acquainted yourself with the basic elements of the Program?

yes ___ no ___

2. There are a number of useful articles dealing with the theoretical implications as well as the practical aspects of IPI Math. Which of the following have you read? (Check)

Bolvin, J.O., "Placement and Progress for Individually Prescribed Instruction," 1965. Available from Learning Research and Development Center, 160 North Craig Street, Pittsburgh, Pennsylvania 15213 ____

Bolvin, J.O., "Individually Prescribed Instruction." Journal of the National Society of Programmed Instruction, 1965. Available from LRDC. ____

Bolvin, J.O. and Robert Glaser, "Developmental Aspects of Individually Prescribed Instruction." Audiovisual Instruction, October, 1968. ____

Bolvin, J.O. and C.M. Lindvall, "Programmed Instruction in the Schools: An Application of Programming and Principles in 'Individually Prescribed Instruction'." Sixty-Sixth Yearbook, 1967, The National Society for the Study of Education, Chicago, Illinois 60637. ____

Coleman, William A., "As Fast As Your Brain Knows How." Parade, September 29, 1968. ____

Glaser, Robert, "The Program for Individually Prescribed Instruction." Paper read at American Education Research Association Annual Meeting, Chicago, Illinois, 1966. Available from LRDC. ____

Lindvall, C.M. and J.O. Bolvin, "Individually Prescribed Instruction: The Oakleaf Project " Available from LRDC. ____

Lindvall, C.M. and R.C. Cox, "A Rationale and Plan for the Evaluation of the Individually Prescribed Instruction Project." Paper read at American Education Research Association, New York, February, 1967. Available from LRDC. ____

Moshy, Claire A., Teaching in IPI: A Program of Teacher Preparation. Research for Better Schools, Inc., 121 South Broad Street, Philadelphia, Pennsylvania 19107. Price $10. ____

Scanlon, R.G., "Oakleaf School: A Model for Individually Prescribed Instruction." Proceedings of the Conference on Curriculum Innovation, Miami, Florida, June, 1966. Available from Research for Better Schools. ____

Scanlon, R.G., "Individualized Instruction." Proceedings of the 15th Annual Workshop, 1967. State Federation of District Boards of Education of New Jersey, 407 West State Street, Box 909, Trenton, N.J. ____

Scanlon, R.G. and Claire Moshy, "Teacher Education for Individualized Instruction." Talk given to Pennsylvania Educational Research Association at the University of Pittsburgh, November 3, 1967. Available from Research for Better Schools, Inc. _____

Scanlon, R.G., "Innovation in Dissemination." Pennsylvania School Journal, Vol. 116, No. 7, March, 1968. (Published by Pennsylvania State Education Association, Box 1724, Harrisburg, Pennsylvania 17105.) _____

Scanlon, R.G., "The Expansion of An Innovation." Audiovisual Instruction, November, 1968. _____

The Editors, "Individually Prescribed Instruction: Special Report." Education, U.S.A. The National School Public Relations Association, 1201 16th Street, N.W., Washington, D.C. 20036. Price: Single Copy, $2. _____

3. Have you visited an IPI Demonstration School? ___ ___
yes no

Which one? (Check)

McAnnulty Elementary School
5151 McAnnulty Road
Pittsburgh, Pennsylvania 15236
Principal: Mrs. Jane Clark (412-655-4517) _____

Downey Elementary School
1212 Monroe Street
Harrisburg, Pennsylvania 17103
Principal: Mrs. Helene Broome (717-234-6131) _____

Richland Elementary School
500 Fairview Avenue
Quakertown, Pennsylvania 18951
Principal: Mr. Michael Hresko (215-536-2300) _____

West Dover Elementary School
901 Forest Avenue
Dover, Delaware 19901
Principal: Mr. Henry Papiernik (302-734-4718) _____

Washington Elementary School
Emory Avenue
Trenton, New Jersey 08611
Principal: Dr. John Almond (609-396-7646) _____

Date of visit? _____

Were you accompanied by School Board members, or other members of your community?

___ yes ___ no

Who? _____

_____

_____

4. Have you visited any other IPI school?

___ yes ___ no

Which school? _____

Date of visit? _____

Who accompanied you? _____

_____

5. Have you personally met with and discussed, <u>in detail</u>, the Individually Prescribed Instruction (IPI) Program in Mathematics with a representative of Research for Better Schools, Inc.?

___ yes ___ no

Who? _____

Or with a representative of another Regional Educational Laboratory?

___ yes ___ no

Who? _____

Laboratory Affiliation? _____

Or with the Principal of an IPI school in your region?

___ yes ___ no

Who? _____

Which school? _____

6. Has your Board of Education been involved in the decision to implement IPI Math in your district?

___ yes ___ no

How have they been involved? _____

_____

_____

_____

7. Has the Principal of the prospective IPI school been involved in the decision to implement IPI in your district?

___ yes ___ no

8. Have you discussed with members of your community, other than School Board members, the possible implementation of IPI Math in your district?

___ yes ___ no

When? _____

In what setting? _____

_____

_____

9. The School District which is applying for participation in the IPI Math Program should be fully aware of the administrative arrangements which are a must for an IPI program which truly individualizes. Please indicate below whether you are fully aware of, and are prepared to provide for, each of these:

a. Cost of student materials at approximately ~~$10.00~~ $12.00 per child. (NOTE: All purchase orders for these must be forwarded to the publisher no later than April 1, 1969).

___ yes ___ no

b. Training of school principal including travel expenses.

___ yes ___ no

c. Summer training program (50-75 hours) for all prospective IPI teachers.

___ yes ___ no

d. Visit to IPI school by the Principal and representative teachers including all expenses.

___ yes ___ no

e. Purchase of IPI Teacher Training materials for each teacher-trainee at $15.00 per set.

___ yes ___ no

f. Individual school scheduling which provides enough time for teachers to meet in planning sessions and to write IPI prescriptions.

___ yes ___ no

g. Employment or utilization of one full-time Teacher-Aide for every seventy-five (75) children working in IPI Math. This extra help is essential for scoring of papers and record-keeping.

___ yes ___ no

h. Need for extra shelving and/or space for IPI materials.

___ yes ___ no

10. Have you personally discussed with your prospective IPI Math Principal the possible implementation of the program in his school, <u>in detail</u>?

___ yes ___ no

Did your discussion include specific details on the following:

His personal involvement in the program?

___ yes ___ no

Need for specialized training for him and his staff?

___ yes ___ no

Adequate scheduling for teacher-planning sessions and prescription-writing time during the school day?

___ yes ___ no

Cost of materials?

___ yes ___ no

Need for Teacher-Aides at a ratio of one (1) for each seventy-five (75) pupils working in IPI Math?

___ yes ___ no

Adequate space for storage of materials, working area for Aides, small-group instruction?

___ yes ___ no

11. It is our intent that the school Principal be the Instructional Leader of the program. This is a critical choice and should be made with care. Have you selected a Principal who has the necessary personal and professional qualifications to manage the additional organization of the school, the important and sensitive area of communications with staff, and efficient handling of the data collection activities?

___ yes ___ no

TEACHER COMMITMENT

12. Have the teachers in the school been involved in the decision to implement IPI?

___ yes ___ no

How? _____

_____

13. Have teachers been given the option of participating or not participating in IPI Math in your district?

___ yes ___ no

14. Have teachers who choose not to participate been given the right to transfer to another school?

___ yes ___ no

RETRAINING

15. The implementation of an IPI Mathematics program is a complex undertaking. Considerable training is required for both the Principal of the prospective IPI school and his teaching staff. This phase of the program should not be undertaken by the school district until it has decided upon full participation in the IPI program.

    Are you prepared to release your IPI Principal for a training program to be conducted in your region for two weeks during April, 1969?

    ___ yes ___ no

16. Can you arrange for a teacher-training for IPI school staff program of 50-75 hours to be conducted during the summer months in your IPI school by the Principal?

    ___ yes ___ no

17. Will there be pupil-involvement in your summer teacher-training program?

    ___ yes ___ no

RESEARCH PARTICIPATION

18. The IPI Project is still attempting to answer a number of important research questions in connection with the performance of the system. Cooperating School Districts should be aware of the nature of this research and of the importance of their cooperation in providing such data as may be requested of them for this purpose. Please indicate whether you are aware of this aspect of the program and are fully prepared to cooperate in this effort.

    ___ yes ___ no

19. Research for Better Schools,Inc. has a team of Resource People who make periodic consultative visits to IPI schools to observe the program and to provide assistance as needed. Will you agree to permit members of this team to visit your IPI school at times which are mutually agreeable?

    ___ yes ___ no

UNIQUENESS OF SITUATION

20. Why did you choose this school?

_____

_____

_____

_____

_____

21. Please list below and describe any special constraints or reservations on your part or that of your School Board which would affect your ability to meet any of the above. Refer to items above by number.

_____

_____

_____

_____

_____

_____

_____

_____

BY: _____
(Superintendent)

DATE: _____

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PART III

Research for Better Schools
Individually Prescribed Instruction Mathematics (IPI)
Application for Individual School Participation

To be completed by
The Principal
of the
School that is to Participate

EM007 777 (c)

TO BE RETURNED BEFORE MARCH 1, 1969 to:

Dr. Robert G. Scanlon
Program Director
Individualized Learning Program
Research for Better Schools
121 South Broad Street
Philadelphia, Pa. 19107

PART III: ADMINISTRATIVE COMMITMENT (to be completed by the Principal)

1. In considering the implementation of IPI Math in your school, have you acquainted yourself with the basic elements of the Program?

yes ___ no ___

2. There are a number of useful articles dealing with the theoretical implications as well as the practical aspects of IPI Math. Which of the following have you read? (Check)

Bolvin, J.O., "Placement and Progress for Individually Prescribed Instruction," 1965. Available from Learning Research and Development Center, 160 North Craig Street, Pittsburgh, Pennsylvania 15213 ____

Bolvin, J.O., "Individually Prescribed Instruction." Journal of the National Society of Programmed Instruction, 1965. Available from LRDC. ____

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3. Have you visited an IPI Demonstration School? ____ yes ____ no

Which one? (Check)

McAnnulty Elementary School
5151 McAnnulty Road
Pittsburgh, Pennsylvania 15236
Principal: Mrs. Jane Clark (412-655-4517) ____

Downey Elementary School
1212 Monroe Street
Harrisburg, Pennsylvania 17103
Principal: Mrs. Helene Broome (717-234-6131) ____

Richland Elementary School
500 Fairview Avenue
Quakertown, Pennsylvania 18951
Principal: Mr. Michael Hresko (215-536-2300) ____

West Dover Elementary School
901 Forest Avenue
Dover, Delaware 19901
Principal: Mr. Henry Papiernik (302-734-4718) ____

Washington Elementary School
Emory Avenue
Trenton, New Jersey 08611
Principal: Dr. John Almond (609-396-7646) ____

Date of visit? _____

Were you accompanied by other school personnel, or members of your community?

___ ___
yes no

Who? _____

_____

4. Have you visited any other IPI School?

___ ___
yes no

Which school? _____

Date of visit? _____

Who accompanied you? _____

_____

_____

5. Have you personally met with and discussed, in detail, the Individually Prescribed Instruction (IPI) Program in Mathematics with a representative of Research for Better Schools, Inc.?

___ ___
yes no

Who? _____

Or with a representative of another Regional Educational Laboratory?

___ ___
yes no

Who? _____

Laboratory Affiliation? _____

Or with the Principal of an IPI school in your region?

___ ___
yes no

Who? _____

Which school? _____

6. Have you personally discussed with your Superintendent the possible implementation of IPI Mathematics in your school, in detail?

___ yes ___ no

Did your discussion include specific details on the following:

Your personal involvement in the program?

___ yes ___ no

Need for specialized training for you and your staff?

___ yes ___ no

Adequate scheduling for teacher-planning sessions and prescription-writing time during the school day?

___ yes ___ no

Cost of materials?

___ yes ___ no

Need for Teacher-Aides at a ratio of one (1) for each seventy-five (75) pupils working in IPI Math?

___ yes ___ no

Adequate space for storage of materials, working-area for aides, small-group instruction?

___ yes ___ no

7. The School District which is applying for participation in the IPI Math Program should be fully aware of the administrative arrangements which are a must for an IPI program which truly individualizes. Please indicate below whether you are fully aware of each of these:

a. Cost of student materials at approximately ~~$10.00~~ $12.00 per child. (NOTE: All purchase orders for these must be forwarded to the publisher no later than April 1, 1969.

___ yes ___ no

b. Training of school principal including travel expenses.

___ yes ___ no

c. Summer training program (50-75 hours) for all prospective IPI teachers.

___ yes ___ no

d. Visit to IPI school by the Principal and representative teachers including all expenses.

___ yes ___ no

e. Purchase of IPI Teacher Training materials for each teacher-trainee at $15.00 per set.

___ yes ___ no

f. Individual school scheduling which provides enough time for teachers to meet in planning sessions and to write IPI prescriptions.

___ yes ___ no

g. Employment or utilization of one full-time Teacher-Aide for every seventy-five (75) children working in IPI Math. This extra help is essential for scoring of papers and record keeping.

___ yes ___ no

h. Need for extra shelving and/or space for IPI materials.

___ yes ___ no

8. An important assumption of the IPI program is that the Principal of the IPI school is directly responsible for the effective operation of a program which truly individualizes instruction. This means that he performs the dual role, for IPI purposes, of administrator and instructional leader. Do you feel that you will be able to fulfill this dual function and still do justice to your other duties?

___ yes ___ no

9. If the answer to item 8 was yes, please complete the following:

a. As administrator of an IPI program, you must build a schedule which makes the program workable. This schedule should provide for each of the following items. Indicate below whether you will be able to allow time for:

1. Teachers to write their prescriptions, or instructional assignments, outside of class

___ yes ___ no

2. Teachers to meet at least once per week for grade-level planning sessions

___ yes ___ no

b. As instructional leader of the IPI program, you must be directly involved in both the planning for and the implementing of the program. Will you be able to allow time in your schedule for:

1. Your personal leadership of teacher planning sessions

___ yes ___ no

2. Your own periodic analysis of teacher prescriptions

___ yes ___ no

10. If your answer to item 8 was no, please explain specifically how you plan to effectively individualize with IPI with specific reference to program leadership.

_____

_____

_____

_____

_____

_____

11. In implementing IPI Math in your school, you will have many requests for visits to the school from educators and other interested persons. We have found that it is well to begin to permit such visits after several months of operation?

By what date would you expect to open your IPI school for such visitation? _____

12. An operating IPI Math program generates considerable non-professional work which must be handled by a team of Teacher-Aides. The need is for one full-time aide for each seventy-five (75) children working in IPI Math. These non-professionals need supervision and guidance from the Project Leader. Will you be able to perform this additional duty?

___ yes ___ no

13. Extra space may be needed in your building for: working area for aides, teacher-planning sessions, small-group instruction and/or storage of materials. Will it be possible for you to provide this?

yes ___ no ___

TEACHER COMMITMENT

14. Teacher commitment is a very important element of any good individualization program, including Individually Prescribed Instruction Mathematics. To insure this high level of staff interest, it is important that your teachers be involved from the start. With this consideration in mind, what steps have you taken to involve your staff in the decision to implement IPI in your school. (Check)

a. Distribution of IPI literature to staff for their perusal. (See item 2 above). ____

b. Staff visits to an IPI Demonstration School ____

Which school? _____

How many teachers? _____

c. Staff visits to another IPI School? ____

Which school? _____

How many teachers? _____

d. Group presentation including sample IPI materials ____

Who made the presentation? _____

Affiliation _____

What materials were used? _____

_____

e. Post-event discussions with the group or with individual staff members of any of the above ____

15. Having used any one or combination of the above methods to acquaint your teaching staff with IPI, how have you attempted to measure their response?

questionnaire	_____
discussion	_____
group vote	_____
interface	_____
face-to-face	_____
other	_____

16. What percentage of your teaching staff has reacted favorably to the prospect of teaching in your IPI Math program? (Check)

0-25%	_____
26-74%	_____
75-100%	_____

17. Have teachers been given the option of participating or not participating in IPI Math in your school?

___ yes ___ no

18. Have teachers in your school, who choose not to participate, been given the right of transfer to another school?

___ yes ___ no

19. Individually Prescribed Instruction is an instructional system which aids the student in achieving objectives which lie in the cognitive domain. IPI can also produce significant change in the affective domain. Pupils in an IPI program tend to be more self-initiating, more self-evaluating. Do you and your staff feel that these affective objectives are important?

___ yes ___ no

20. Do you feel that your teaching staff can create a school climate which helps pupils to be self-initiating and self-evaluating?

___ yes ___ no

21. Do you feel that your leadership can create such a climate?

___ yes ___ no

22. Does your school climate permit pupils to move freely to obtain materials and to bring papers to be scored to Teacher-Aides?

___ yes ___ no

RETRAINING

23. Since IPI is a comprehensive new program, considerable retraining will be necessary for you and your staff. Will it be possible for you to engage in each of the following:

a. Two-week training session for school Principal conducted in April, 1969, in regional centers.

___ yes ___ no

b. Special training program of 50-75 hours for prospective IPI teachers to be conducted in the school by the Principal during summer, 1969.

___ yes ___ no

c. Continuous training of staff by Principal during the school year.

___ yes ___ no

RESEARCH PARTICIPATION

24. The IPI Math Project is still attempting to answer a number of important research questions in connection with the performance of the system. Cooperating school districts should be aware of the nature of this research and of the importance of their cooperation. Specifically, this means that the school will be asked to provide the necessary man-hours to assemble and record a considerable quantity of school-performance-in-IPI data. Please indicate whether your school will be fully able to cooperate with this effort as described.

___ yes ___ no

25. Research for Better Schools, Inc. has a team of Resource People who work in cooperation with other REL's who make periodic consultative visits to IPI schools to observe the program and to provide assistance as needed. Will you agree to permit members of this team to visit your IPI school at times which are mutually agreeable?

___ yes ___ no

UNIQUENESS OF SITUATION

26. Why was your school selected?

27. Please list and describe below any special constraints or reservations on your part which would affect your ability to meet any of the above.

BY: _____
(Principal)

DATE: _____